

# ***Differentiated Instruction***

Syllabus – MiT Winter 2014

In our ongoing examination of how to adapt lessons to meet learner needs, you will learn about the nature and processes of differentiation. You will also continue to develop your routines for anticipating student learning needs in your lesson planning by refining your knowledge of the specific learning experiences, strengths and needs of students with disabilities. You will refine your capacity to both analyze lessons for entry points and barriers, and to appropriately adapt lessons.

## **Learning objectives:**

- Develop your understanding of how and why a teacher might differentiate a set of lessons for *readiness*.
- Identify different strategies for meeting the needs of students with (i) Communication Disorders; (ii) Aspergers; and (iii) AdHd.
- Explain how differentiating and writing accommodations for students with special needs is similar and different.
- Refine your abilities to (i) analyze where a lesson may create access points and barriers for students with particular learning needs students; and (ii) appropriately adapt a lesson in a way that capitalizes on particular students' strengths and that attends to their learning needs.

## **You will demonstrate your understandings in three ways:**

### ***Workshop preparations:***

- Completed analysis charts of three differentiated lessons each with a focus on either Content, Process & Product.
- Completed reading guides on Communication disorders, AdHd and Aspergers.

***Critical Analysis of a lesson sequence you taught in your last student teaching cycle in which you describe (i) opportunities for differentiating for readiness by content, process and product; and (ii) a specific strategy for attending to students with specific special need.***

### ***Performance Assessment (in class Monday week 10)***

- For this performance assessment you will receive the learning profiles for 2-3 students. You will also be given a lesson plan. Your task will be to analyze and appropriately adapt this lesson in order to maximize the students' access to learning.

## **Criteria by which your work will be evaluated:**

1. Your analysis of lessons identifies relevant access points and barriers for focus students.
2. You identify appropriate ways to adapt the lessons for the students. The adaptations should include:
  - a. specific differentiation strategies that attend to students' readiness; and
  - b. specific accommodations that address the student's special need.
3. You provide explanations for why the adaptations are appropriate that
  - make use of students' learning profiles;
  - Include, where appropriate, a process for engaging school resources
  - are congruent with your legal responsibility as teachers
  - provide specific citations to text to support claims.
4. You identify and explain reasonable implications for classroom management.

## **WORKSHOP PREPARATIONS**

### **Lesson Analysis** (for weeks 4,6 & 8)

1. As a group, choose 3 units from Tomlinson's book to read and analyze. Decide which week you will read which of the units.
2. Read chapter for your assigned type of differentiation (content, process or product). Make sure that you keep your focus on Readiness (*see moodle*).
3. Closely read and analyze the week's unit using your assigned focus (product, process or content). Each week you will focus on a different element of differentiation so that by the end of the quarter you have closely attended to all three. Your analysis each week should attend to the following questions:
  - What different strategies does the teacher use to differentiate by \_\_\_\_\_ (product/process/content) for readiness? (**Note:** If the teacher did not differentiate by your assigned focus, then investigate and identify at least one way the teacher could have done it)
  - What did/may the teacher have observed that led to his/her decision to differentiate in this way and particular place.
  - What classroom management strategies implicated by this decision. What would it look like?

**Read chapter in Vaughn & watch videos linked on moodle for:** Week 4 – AdHd

Week 6 : Communication Disorders

Week 8: Asperger's Syndrome

### **POST WORKSHOP LESSON ANALYSES:** (*due Wednesday by 4pm after each workshop*)

- identify **one** place where you could have differentiated for readiness (note: each week you will shift your focus to the form of differentiation that you focused on that week (i.e. content, process, or product). You will then identify one way that you would differentiate in that place and why, given what you know about the students.
- identify potential access points and barriers of that lesson for the student with \_\_\_\_\_. Describe at least one way in which you might adapt the lesson to meet this student's needs.